



LEVEL OF ACCREDITATION AND BOARD PERFORMANCE OF THE COLLEGES OF NURSING IN THE NATIONAL CAPITAL REGION

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ABSTRACT

This study sought to correlate the accreditation status and the level of accreditation of nursing colleges in the National Capital Regions in the Philippines to the nurses licensure examination performance from 1994-1998. More specifically, it aimed to answer the following problems: a) what is the accreditation status of the private colleges of nursing in the National Capital Region as of 1998? b) What is the level of accreditation of the accredited colleges of nursing in the National Capital Region as of 1998? c) What is the average board performance of Accredited and non-accredited nursing schools from 1994-1998? d) Is there a significant relationship between the board performance and the accreditation status of the colleges of nursing? e) Is there a significant relationship between the board performance of the nursing schools and their level of accreditation? f) Is there a significant difference between the board performance of accredited and non-accredited schools of nursing? Descriptive-correlational design was utilized. Thirty-eight (38) colleges of Nursing in the National Capital Region were the focus of the study. Documentary analyses were utilized in the study. Data were gathered, collated, analyzed, and interpreted using the appropriate statistical tool which include: frequency and percentage were used to determine the profile of the NCR colleges of Nursing in terms of accreditation status, the level of accreditation and the mean board performance; Pearson's r was used to determine whether a significant relationship exist between the accreditation status and the board performance, and the level of accreditation and the board performance of these nursing schools; and t-test was used to determine if a significant difference exists between the board performances of accredited and non-accredited schools using the level of significance at $p \leq .05$. Findings were As of the year 2000, there are more non-accredited (65%) than accredited colleges (35%) of Nursing in the National Capital Region; Of the 14 accredited colleges, 3 are on Level 1; 10 are on Level II; and only 1 on Level III.; The mean board performance of non-accredited schools of nursing in the National Capital Region from 1994-1998 is 50%, while the mean board performance of accredited schools of nursing is 82%. In the light of the above findings, the following conclusions were drawn: a) There is a significant relationship between the accreditation status and the board performance rating of the NCR colleges of Nursing, b) There is a significant relationship between the level of accreditation and the board performance rating of the NCR colleges of Nursing and there is a difference between the board performance of accredited and non-accredited colleges of Nursing in the National Capital Region. The findings and conclusions have brought out the following recommendations: For the Administrators of the Colleges of Nursing: Seeking accreditation is a process that challenges the minds, the energies, the resources, and the pockets of institutions. It is strongly argued here that the accreditation process must be considered as a capital cost rather than as an expenditure. Like all other tasks, accreditation proves to be difficult in the beginning but once the prescribed standards are institutionalized, the process transforms from the unpolished to the polished. Accreditation pays in the long run. Quality always brings in clientele who sustain the business. Schools must produce quality graduates who later on become the ambassadors of goodwill for the schools because of their competent performance.

For Nursing Researcher: This research has been limited only to the relationship of accreditation and board performance of the colleges of Nursing in the NCR. Other researches could be undertaken to: a) extend the scope of this study on other major nursing education regions or even on a national level, b) determine factors that hold back schools from seeking accreditation and determine variables other than accreditation that affect the school's board performance. For Nursing Educators: Nursing education prepares its graduates to pass the licensure examinations. Poor board performance is reflective of the quality of education that the graduates received. Nursing educators must be cognizant of and work towards the standards expected of nursing educational institutions. This challenge is stronger now that the overseas demand for Filipino nurses is spreading. Before our nursing graduates went to the U.S., Canada or Middle East, now U.K. and other European nations are looking at the Philippines for their nursing needs. The Philippines cannot provide jobs for all our graduates nor could it earn enough dollar reserves from exported products. Our nurses overseas give the biggest contribution to the country's dollar reserves through their remittances. The colleges of Nursing play a key role to keep high the overseas demand for Filipino nurse through the production of highly competent graduates.

KEY WORDS: Accreditation, board performance, competent nurses, quality nursing education

CHAPTER I THE PROBLEM AND ITS BACKGROUND

Introduction

The major objective of Nursing Colleges is to produce graduates who are highly competent professionals. The nursing schools are tasked to provide quality education to produce quality nurses. At this period of economic crisis, there is nothing more valuable in education than graduates who are well equipped with the necessary knowledge, skills and attitude to enable them to meet the challenges and demands of this profession. In this quest for success, they have to be professionally licensed by passing the licensure examination, which would allow practicing their profession legitimately and consequently contributing to national development.

The sustained promotion of national development is the fundamental concern of government, business, and education. The three sectors are the tri-motive generators of the development process. Government, business and education interact with and support one another. The interactive and supportive roles of the three sectors are paramount importance in the planning, implementation, and attainment of national development goals. The homogeneity and cohesiveness of the unified action of the three ensure the movement of the national economy away from poverty and stagnation. Development and growth should not be left to chance, they could be planned and controlled in a rationally meaningful way.

The government's effort to bring about the social and economic development of the country, particularly in the field of education, is manifested in the recent passage of Republic Act 7122 creating a Commission on Higher Education. This act is expected to address the apparent failure of our schools and universities

to provide quality education consistent with the country's development goals. Of particular significance to this study is Section 29 titled Voluntary Accreditation. This section states: "The Ministry of Education Department shall encourage programs of voluntary accreditation for institutions which desire to meet standards of quality over and above the minimum required for state recognition. These institution have to cope up with standards specifically on the following essential areas: purpose and objectives that would jibe with laws on objectives of Philippine Schools; competent faculty; flexible and relevant instruction; complete library/laboratories/physical plants; student personnel services; social orientation and organization and administration.

Accreditation on the part of institution ensures quality of learning, quality of graduates, recognition of schools, deregulation of schools in their program offering, preference for school subsidy from the government and many positive effects. Hence, accreditation is a worthwhile endeavor for all institutions.

Nursing schools have various standards in admitting students to the nursing program. Some practice open admissions, while others employ selective admission. In open admission, all applicants are admitted to the nursing course. Those who succeed in meeting the course requirement are retained, and those incapable of meeting these course requirements are dropped out of school. In the case of selective admission, applicants should meet all the necessary standards before they could be admitted to the nursing course. They must also to meet all the requirement for the 4-year course before they can earn their diploma.

In the City of Manila, there are a number of nursing schools offering the Bachelor of Science of Nursing. Some of these schools are accredited by accrediting agencies like the PACUCOA, PAASCU and ACSC-AA, however, some are not.

The licensure examination and the monitoring of schools' performance by the Philippine Regulations Commission is a part of the efforts to move toward quality education. Performance in licensure examinations is a gauge or indicator of the quality of graduates in board courses or programs. The schools' licensure examination performance is published to recognize their efforts and to encourage them to upgrade their course programs leading to a high quality of education. Based on the PRC record of course takers and board passers, some schools have shown good performance ratio, while others have shown that there is much more room for improvement.

Based on the result obtained from the Philippine Regulation Commission it can be seen that the national passing percentage is declining since 1993 up to the present. The results shows that in 1993, the national passing rate is 63.55%, 62.175% in 1994, 57.095% in 1995, 54.235% in 1996, 50.175% in 1997, 50% in 1998 and 49.805% in 1999. This trend bears implication to the educational conditions that prevail in the colleges of nursing.

It prompted the investigator to analyze the declining board performance of nursing graduates. One specific variable that came to mind was the accreditation status of the colleges of nursing. In the National Capital Region, out of 38 private colleges of nursing existing only fourteen (14) or 35% are accredited by the different prestigious accrediting agencies. It is on this premise, that the investigator was interested to determine if accreditation had a relationship on the board performance of the different nursing colleges in the National Capital Region. It is assumed that when the school is accredited by certain agencies, it follows that the standard of education has been improved and this improvement would lead to a better performance in the board examination.

Statement of the Problem

This study sought to correlate the accreditation status and the level of accreditation of nursing schools in National Capital Region to the nurses licensure examination performance from 1994-1998.

More specifically, it aimed to answer the following problems:

1. What is the accreditation status of the private colleges of nursing in the National Capital Region as of 1998?
2. What is the level of accreditation of the accredited colleges of nursing schools in the National Capital Region as of 1998?
3. What is the average board performances of accredited and non-accredited nursing schools from 1994-1998?
4. Is there a significant relationship between the board performance and the accreditation status of the colleges of nursing?
5. Is there a significant relationship between the board performance of the nursing schools and their level of accreditation?
6. Is there a significant difference between the board performances of accredited and non-accredited schools of nursing?

Significance of the Study

The findings of this study are significant and beneficial to the following: Students. Students will benefit most because they are the direct beneficiaries of the educational system. Having a "quality school" will help them prepared to pass the board examination, be active contributors to national development, and be competitive globally in the field of nursing.

Parents. They will get assurance that their children will be acquiring the necessary competence expected of a professional nurse for them to be able to adapt in the working environment.

Faculty. This will make them aware of their duties and responsibilities to the College and to their students that is responsive to community needs. It will make them strive for improved competence to meet the standard required by the school in providing quality education.

Nursing Education. It will maintain the standard of quality education thereby health and wellness of the clients will be maintained to optimum.

School Administrators. It will serve as an eye opener in addressing priority areas of concern in the nursing program. Formulation and/or revision of policies and guidelines will be guided by the standards set by the accrediting agency.

Other Researchers. This can serve as springboard of related studies by other researchers pursuing a related study.

Scope and Delimitation

The study is confined only to the board performance of accredited and non-accredited nursing school in the National Capital Region from 1994-1998. It is assumed then that when the school is awarded their accreditation status, they possess academic, organizational, administrative, physical and social attributes that are better than those found in non-accredited colleges.

The National Capital Region was chosen because it has the highest number of nursing schools nationwide.

The accredited nursing colleges included in the study are: Centro Escolar University, Concordia College, Emilio Aguinaldo College, Far Eastern University, Manila Central University, Manila Doctors College, Olivarez College, Our Lady of Fatima College, PCU-Mary Johnston, Philippine Women's University, St. Paul College-Manila, Trinity College of Quezon City, University of Santo Tomas and the University of the East Ramon Magsaysay.

On the other hand, the non-accredited nursing schools in the National Capital Region are as follows Arellano University, Chinese General College of Nursing, De Ocampo College, Delos Santos College, Dominican College, Dr. Carlos Lanting College, Family Clinic College, Fatima Medical Science Foundation, Galang Medical Center College, Las Pinas College, JP Sison College, Martinez College, Mary Chiles College, Metropolitan Hospital College, Perpetual Help College-Manila, Philippine Colleges of Health Sciences, Quezon City Medical Center, RTR-Makati Medical Center, St. Rita Hospital College of Nursing, San Juan delos Santos Educational Foundation, St. Jude College, Southeast Asian College, Unciano Paramedical College and University of Perpetual Help-Rizal. Pamantasan ng Lungsod Maynila and the University of the Philippines-Manila though located in the National Capital Region are eliminated because of their being a city college and a state college respectively. These colleges of nursing enjoy special charters and are sustained by government subsidies. Thus, they are not subject to the pressure of generating an income to maintain quality operations.

The investigator would like to analyze the documents based on annual results of board performances but the investigator has difficulty obtaining the results for each colleges from the PRC. The investigator utilized the Compilation lend by the PRC showing the average board performances from 1994-1998 from different colleges nationwide with licensure program. Although the study would be more valid if the annual results were obtained. This factor is considered a limitation of the study.

CHAPTER II REVIEW OF RELATED LITERATURE AND STUDIES

Related Literature

Within the meaning and intent of the Philippine Nursing Law, accreditation of a school of nursing is the act of evaluation the physical facilities and educational program of the school with a view to determining whether it is prepared to give adequate instruction and training to its students, and of stamping it, if found to be so prepared, with a government guarantee to the public that said school is sufficiently equipped to conduct the nursing course on the standard contemplated and required by the Nursing Law.

Moreover, under the Nursing Law, the Board of Nursing is charged with the duty to study and examine the facilities of hospitals or universities seeking permission to open new schools or colleges of nursing or departments of nursing education so as to see if the essential requirements therefore, including qualified faculty and adequate budget are properly complied with.

Conformably with this study, the Board has provided certain basic requirements to be fulfilled to qualify an institution as an "approved college, institute or school of nursing." In the Philippines, an "approved school of nursing" is one which has been found and approved by the Board of Nursing as having complied with the basic requirements prescribed by the Board for an approved college, institute or school of nursing.

To be entitled to the status of an "approved college, institute or school of nursing" in the Philippines, a college, institute or school offering the nursing course and conferring the title or degree of bachelor of science in nursing must comply with the basic requirements prescribed in Part IV of the Rules and Regulations of the Board of Examiners for Nurses. These requirements are divided into eight general groups and relate, respectively, to the following subject matters:

1. Incorporation
2. Clinical and Public Health Facilities
3. Organization and Administration of an approved college, institute or school of nursing
4. Physical Facilities for instruction
5. Students
6. Educational program
7. Clinical experience
8. Procedure for approving colleges, institutes and school of nursing.

Accreditation is a means of stimulating and accelerating the institutional growth and development of schools desiring to achieve excellence, relevance and effectiveness. It is a process by which schools are evaluated as having met specific standards of adequate or excellence. The information provided by accreditation is used extensively by educators and the general public. Recognition for accredited schools is in the form of a published list of institutions holding membership in an accrediting agency.

However, there are several practical values of accreditation such as it guides and improves the institution through self-study, self-evaluation and self-policing, it facilitates transfer of students and faculty as well as faculty exchange and mutual cooperation and simplifies transfer of academic credits, lends prestige for member schools, justified by the possession of quality and unremitting effort to maintain them at high level, provides guidance for parents and students in the choice of worthy schools and it represents one factor considered for possible financial assistance from the government and other incentives.

Objectives of Accreditation

Quality education implies looking into what desirable changes the school wants to produce in each student and the extent to which these changes would be attained. The ability to handle changes requires openness to new ideas and willingness to respond to change through accreditation. To accomplish them, accreditation has several objectives:

1. Accreditation aims to identify schools whose competence and performance in a particular field warrant public and professional recognition.
2. Accreditation aims to guide students in the choice of quality schools, colleges, and universities that will meet their individual educational needs.
3. Accreditation aims to help institutions of learning achieve maximum educational effectiveness through self-evaluation and self-discipline.
4. Accreditation aims to enlist the cooperation of institutions of learning and professional associations in the mission of advancing the interests of education.

Rationale behind Accreditation

Accreditation is not just a whimsical impulse to make an organization look more superior than others. Accreditation is an intelligent effort to promote standards that will be beneficial for the institution, its clients, and the general public. Accreditation is the formal recognition of an educational program as possessing high quality or excellence based upon an analysis of the merits of its educational operation in attaining its objectives and the unique role in the community it serves.

It is also a means of stimulating and accelerating in the institutional growth and development of school desiring to achieve excellence and effectiveness as well as encouraging further those schools already adjudged to have attained desirable standards to do still better.

The Philippine Association of Colleges and Universities (PACU) first adopted its rules and standards of accreditation in 1953. In formulating these standards, PACU did not intend to regiment its member schools into a one-standard mold. It merely suggested a framework of guidance for self examination and evaluation in the hope that member school would continually improve themselves, thereby enabling them to better perform the mission of educating the youth.

Since, 1953, the concepts and method of accreditation have evolved resulting in today's schools placing increasing reliance on accreditation as a comprehensive evaluative device towards the attainment of excellence. The Bureau of Private Schools announced that accredited schools will be given the power to issue special orders without its prior approval.

Accrediting standards are generally classified into distinct areas of educational activities such as program of studies, faculty, governance, financial management, student services, and physical plant and facilities, including such intangibles in the school setting as academic freedom, autonomy, opportunity for initiative, and others. Those standards should be used as guides to institutional self-study and evaluation by schools desiring to achieve maximum educational effectiveness and progress.

In the formulation of these standards, consideration was given to institutional individuality and procedural flexibility. This is as it should be, considering that the philosophy, objectives, and practices of one school may differ from those of another school. Data will be gathered through the various survey forms and these will be used to evaluate the school seeking accreditation in the light of its own educational philosophy and objectives.

Basic Policies on Accreditation

The Board of Directors of the Philippine Association of College and Universities (PACU) has adapted the following general principles and policies in the pursuit of its accreditation program:

1. The PACU believes in accreditation as a generally accepted voluntary instrument to upgrade educational standards. Its main concern is institutional growth, rather than institutional status.
2. For the purpose of its Accreditation Program the PACU has designated a Commission on Accreditation consisting of a Chairman and Seven (7) Members whose term of office is for a period of three (3) years and an Executive Assistant. The first group of commissioners appointed, except the Chair-

man draw lots in order to determine their staggered terms of office as follows: Two (2) to serve for one year; Three (3) to serve for two years, and Three (3) including the Chairman, to serve for three years. Outgoing members may, however, be re-appointed at the discretion of the PACU Boards of Directors.

3. The PACU Commission on Accreditation functions within the policies adopted by the PACU Boards of Directors. Its decisions are to be considered final, except in those cases involving interpretation of policies, rules and regulations governing accreditation.
4. Both PACU and Non-PACU affiliated schools may apply for accreditation. However, application of PACU member's schools will be given priority over all other applications.
5. Both PACU and Non-PACU school shall pay accreditation fees, in accordance with the schedule recommended by the Commission on Accreditation and approved by the PACU Board.
6. Schools accreditation shall enjoy accreditation status for a period of five (5) years, subject to revalidation by the Commission on Accreditation in accordance with its implementing rules and regulations.

Legal Bases of Accreditation in the Philippines

In 1970 the Presidential Commission to Survey Philippine Education (PCSPE) submitted policy recommendations to improve and strengthen higher education. Among others, it recommended that school be encouraged to join or organize accrediting associations and that a federation of accrediting agencies be established. This recommendation was referred to as the Integrated Reorganization Plan (IRP). Presidential Decree No. 1 approved and adopted the IRP.

Furthermore, P.D. No. 6-A (Educational Development Decree of 1972) and P.D. No. 1200 (NEDA Five-Year Plan) both provide the accreditation programs shall be one of the strategies to achieve education and manpower development goals.

Establishment of Federation of Accrediting Agencies of The Philippines

Cognizant with the recommendations by PCSPE, Federation of Accrediting Agencies of the Philippines was established in 1977 as the umbrella organization of national accrediting associations which, to date, number to three namely: the Association of Christian Schools and Colleges-Accrediting Agency (ACSC-AA); the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU); and the Philippine Association of Colleges and Universities-Commission on Accreditation (PACU-COA).

The Department of Education, Culture and Sports (DECS) recognizes FAAP as the agency that certifies, pursuant to its standards, the accredited status of programs and schools.

On January 4, 1979, FAAP was extended official recognition by the then Ministry of Education, Culture and Sports (MECS) as the umbrella body that will coordinate with MECS on policies, programs, standards, and procedures on accreditation of educational institutions and course offerings, toward upgrading the quality of education in the Philippines.

FAAP has the following objectives:

1. to help upgrade the quality of education in the Philippines through private, voluntary accreditation
2. to stimulate, promote, and coordinate the standards and activities relating to accreditation in order to help achieve national development goals
3. to foster unity, fellowship, and closer relationship among member associations and their member schools, colleges, and universities through mutual consultation and concerted action on common problems and
4. to help in the determination of programs and institutions that should be given financial and other benefits by the government.

Classification of Accreditation

For purposes of progressive deregulation and the grant of other benefits, educational institutions/programs are classified into:

Level I Applicant Status: institutions/programs which have undergone a preliminary survey visit and are certified by the FAAP as capable of attaining accredited status within two years.

Level II Accredited Status: institutions/programs which have been granted initial accreditation status by any of the member agencies of the FAAP and whose status is certified by the latter.

Level III Re-accredited Status: institutions/programs which have been re-accredited and have met additional criteria set by the FAAP for this level.

Procedure of Accreditation

The process may take anywhere from one year to several years, depending on how fast the institution can prepare itself for formal accreditation.

The accreditation of a school involves the following steps and processes:

1. A school seeking accredited status shall file formal application with the PACU Commission in Accreditation, hereinafter referred to for brevity as the Commission, through the Executive Assistant.
2. The PACU Accrediting Manual and Survey Forms and other pertinent materials shall be sent to the applicant school for its guidance in going through the whole of accreditation.
3. The applicant school will conduct its own self-evaluation within one year, using as guide the evaluative criteria presented in this Manual.
4. When the applicant school shall have completed its self-study and evaluation, it shall submit a report thereof to the Commission through the Executive Assistant.
5. The Commission shall study this report and then send a Team of Accreditors to evaluate the applicant school if the latter is indeed ready for evaluation.
6. The PACU Team of Accreditors shall submit its evaluation report to the Commission. On the basis of the report and within ninety (90) days of its submittal, the Commission shall render a decision on whether the applicant school is to be accredited; or
7. Should the Commission find that an applicant school is deficient only in certain requirements which are not substantive in nature, at its discretion, it may withhold its decision and give the school concerned reasonable time within which to comply with requirement and quality.
8. The decision of the Commission shall be final, subject only to review by the PACU Board on matters involving the interpretation and application of policies and guidelines on accreditation that have been adopted by said Boards.
9. A re-survey visit is done periodically for accredited programs.

The stages for accreditation includes applicant status, level I known as the self-survey, level II a preliminary survey visit done for one year and level III a formal survey visit which is given for a three year period. After three (3) years, another self-evaluation will be applied for re-accreditation and if favorable result is achieved accreditation is awarded for a period of five (5) to seven (7) years.

Board Examination

Professional board examinations like Nurse Licensure Examination are basically intended to regulate entry into the various professions. As a gauge of the quality of the graduates, however, these board examinations would have to be taken in the context of the policies and methods by which the examiners and examinations are governed. The formulation of questions for each examination is cloaked in secrecy, and guidelines or criteria may or may not be established by the examiners beforehand. The Philippine Regulation Commission (PRC), established through P.D. 223 in 1973, brought together all the existing boards of examiners for the various professions.

Through the licensing process, the Commission insures the public of competent and duly qualified professional services from persons who have met the minimum standards set by the respective professional regulatory boards for admission into the practice of the professions. This is realized through the licensure examinations.

Licensure examinations are examples of a standardized achievement test. They have been related to the minimum competency movement and they now constitute the major testing all over the world. This test is used to ensure that the applicants have the knowledge and skill for practice in their fields. Most programs require the successful completion of an approved educational program. The examination provides external check on the quality of educational programs schools offered.

The validity of these examinations is a crucial issue. Kane (1986) pointed out "the interpretation of licensure examination scores as predictors of future performance in practice because it implies a high degree of utility for the licensure process. He stated two important components of validity- the need for evidence that the abilities measured are crucial for practice in the field, and the need for test scores to reflect competence in the critical abilities identified as crucial for practice in the field.

Related Studies

The study conducted by Malinag (1990) on the board examination performance of the University of Northern Philippines education graduates found out that NCEE ratings and the average grades in general and professional subjects significantly influenced their PBET ratings.

Roble (1993) concluded that the board examination of Silliman University College of Nursing (SUCN) graduates is highly significant when it is correlated with the graduate's previous achievement while they were still students of nursing. She also found out in her study that there is a significant relationship between academic achievement and performance in the board examination.

Although Albata (1980) and Refuerzo's (1989) concluded in their studies that there is no significant relationship between academic achievement and board examination results.

In the study made by Rubio (1967) she found out that there is a positive relationship between the NCEE rating and board examination ratings. The result suggests that NCEE ratings have greater predictive value on performance in the board examination thus, the NCEE can predict academic success in nursing education and in the nursing examination performance.

Guerrero (1983) concluded in her study that the relationship between college entrance criteria rating and nurses' board examination performance is significant, thus coming out with a conclusion that the Nurses' Board Examination Performance can be predicted from the knowledge of college entrance rating.

Gagajena's (1975) analysis of the academic achievement of the Philippine Women's University Nursing graduates as assessed by the board examination ratings and nursing course grades concluded that there is a moderate correlation between the general average of the graduates in the board examination and in their nursing courses.

Ablata (1980) cited in her study that there is a negative relationship between the major GPA and board examination results.

Campos (1974) found out that the principal cause of high incidence of failure among certified Public Accountants examinees during all these years was poor quality of candidates themselves. Other causes were lack of working knowledge in English, deficiency in the knowledge of accounting and auditing principles and poor analysis of questions, problems and requirements. A secondary factor mentioned was the professors of accounting. Although the data revealed that students were more or less satisfied with the ability of their professors. It was observed that some were very theoretical in their approach to teaching. A minor cause of the high mortality rates were the school themselves.

Lardizabal (1972) found out in his study that the problems attributed to students and on teaching materials constituted the major problems in the teaching of accounting in Cebu City. Poor preparations for college work, deficiency in comprehension and communication skills, weakness in English and mathematics and lack of textbooks were specific factors that deserved priority attention. These problems contributed to a large extent to the mortality rate of CPA examinations.

On the other hand, Cajilog (1996) and Quirimit (1996) reported that college GPA slightly influenced the board performance of the graduates in Engineering and Dentistry, respectively.

Another study was made by Navarro (1993) in Centro Escolar University which determined if the academic achievement grades can be predictors of the accountability board examination results.

Result of the study showed that the major subjects did not correlate well with their allied subjects in the board examination if taken singly. But if regression was applied among the subjects, a correlation existed in all subjects. Thus, the investigator concluded that in one way or the other, one must perform well in college to do well in the board examination.

On the other hand, a study was made by Acero (1994) on the predictive value of selected intellectual and non-intellectual variables, school profile and efficiency of instructors in the performance of the Divine Word College-Cagayan (DWCC) students in the board examination. According to the result of her study, the school profile is the primary factor in predicting the passing of the graduates in the board examination. This is followed by the intellectual factors, then efficiency of instructors and the least is the non-intellectual factors such as age, sex, occupation of parents, and socio-economic status of the family. All the four given factors are vital in the performance of the graduates in the board examination.

In 1990, Gatmaitan and Mendoza conducted a study determining the correlation of licensure examination performance and scholastic records of UP College of Dentistry graduates from 1985 to 1990. The findings showed that there is a significant correlation between the licensure examination and the scholastic records.

Sharing the same result is the research study conducted by Bautista (1994) in Centro Escolar University on the predictive validity of the students scholastic performance in relation to the performance in theoretical aspect of the dental board examination. The study showed a moderate positive correlation

between the average rating of the academic subjects and the board written examination subtests.

Navoa (1992) determined if the grades in the Professional Nursing courses can be a valid predictor of the Nursing Board Examination. She found out that five out of the seven nursing courses are interrelated with one another and that in the board examination, all the subtests are significantly related with one another ranging from high to low correlation.

Esry (1995) examined the relationship between NCLEX and eight selected variables which include high school grade point average, college cumulative grade point average, nursing grade point average, American College Test Scores in English, Mathematics, Social Science Reading, Natural Science Reading and Composite. All of the eight independent variables were found to have a positive correlation with NCLEX performance. The score in Math was found to have a weaker correlation compared with the scores in Natural Reading Science, Social Science Reading and English.

Engelhardt (1996) found that the Mosby Assess Test, the nursing grade point average and the overall grade point average are the strongest predictor variables at $p < .001$. Performance on the NCLEX-RN was predicted with 87% accuracy.

Myers (1998) found that the college biological science grades, first year nursing grades, second year nursing grades, College GPA, Mosby Assess Test Score, age and time in program have a significant correlation with licensure examination scores but the most significant of which were the Mosby Assessment Test Score, College GPA and the first year nursing average.

Dell (1999) sought to determine the bivariate and multivariable relationships among cognitive and non-cognitive factors in explaining differences in scores of new baccalaureate nurse graduates on the NCLEX-RN. These factors were the College GPA, SAT/ACT Scores, age and self-esteem. Data analysis showed that the GPA contributed most to the explanation of variance in the NCLEX-RN scores. Self-esteem did not make a difference in the scores on the NCLEX-RN. Non-cognitive factors had little contribution to explanations of variance.

McKinney's (1990) causal-comparative, ex-post facto study determined whether academic variables singly or in combination, were predictive of NCLEX-RN success and identified the point in time when the students can be considered at the risk of failure. Data analysis demonstrated that there is a significant positive relationship between the Assess test Score and the NCLEX-RN at $p < 0.05$. The Assess Test Score, social science, senior, and nursing GPA provided the strongest combination of predictor variables, although not statistically significant. When combined, these variables accounted for 53 percent of the variance in NCLEX-RN outcomes for the students who passed and failed. This study signified that students at risk for failure can be most accurately identified at the end of the senior year.

Adams (1990) examined the relationship of affective and cognitive predictor variables to the performance of baccalaureate nurse graduates on the licensure examination. The sample population was 182 graduates of the nursing program over eight consecutive years, 1982 through 1989. The independent variables were the: (1) high school grade point average; (2) American College Testing Program-Composite (ACT); (3) prenursing grade point average; (4) nursing grade point average; (5) cognate grade point average; (6) College Cumulative grade-point average; (7) Internal, Powerful Other Chance Scales; and (8) Mehrabian Measures of Achieving Tendency. The data were first analyzed to determine the correlation between each of the predictor variables and the graduates' performance on NCLEX-RN. The college cumulative grade point average proved to be the best predictor for success followed by the cognate grade point average. On the other hand, the ACT was the most significant variable followed by the cognate grade point average and the college cumulative grade point average in terms of the strength of the predictor variables for NCLEX-RN performance. Furthermore, these variables significantly predicted those graduates who would pass the NCLEX-RN with a 60 percent accuracy and those graduates who would be successful on the examination with a 77 percent accuracy.

Pfeiffer (1991) found that nursing grades and National League for Nursing examination scores were not valid indicators for NCLEX-RN performance for this group.

Wood (1993) found that the entry GPA and reading scores were significant for the NCLEX-RN achievement.

Akers (1993) revealed that performance on the NCLEX-RN was predicted by ACT composite score and exit grade point average.

A study was made by Cloud-Hardaway (1989) about the efficacy of Mosby's Assess Test as a valid predictor of NCLEX (National Council of State Boards of Nursing Licensure Examination) scores and the significant correlations among semester averages, seminar tests failed, Nelson Denny Reading Test Scores, and NCLEX scores; and prior practical nursing licensure for 558 asso-

ciate degree nursing graduates who took the NCLEX in 1893 and 1984. Significant positive relationship was found among Mosby scores, Nelson Denny scores, semester averages, and NCLEX scores.

Synthesis

The reviewed literature on accreditation gathered from PACUCOA gave the researcher a background knowledge in expounding the details of his study especially in formulating his statement of specific problems. They were found useful to a certain extent.

All studies herein reviewed show similarities with the present study. Some studies dealt with the relationship of the past achievements and the present academic performance of the respondents. Other dwelt with the relationship of the academic achievement and the licensure examination result. Other studies tackled the percent of contribution of the scholastic grades to predict result of the board examination. All these studies used the documentary method of research which is similar to the present study.

These related studies have been the guide of the researcher in analyzing the problems and interpreting the results obtained. In spite of its similarities with these previous studies, this research was pursued because it differed with the variables used and the respondents it covered. Furthermore, this study is unique since this is the first study to be conducted to describe the performance of the 38 schools of nursing both the accredited and non-accredited in the National Capital Region in the present system of the nurse licensure examination.

Conceptual Framework

Accreditation is a means of stimulating and accelerating the institutional growth and development of schools desiring to achieve excellence, relevance and effectiveness.

This study is based on the concept that board performance is not a matter of chance. Through accreditation by FAAP factors that affect board performance will be evaluated and corrected. Better level of accreditation of certain schools will predict then that board performance of that school will also be improved.

As seen in figure 1, accreditation, which is considered the independent variable, will somehow affect the board performance, the dependent variable, of the different nursing schools. Although a number of factors may affect board performance, the study focused on the areas of accreditation being evaluated as a whole. The study will also identify whether level of accreditation is correlated to board performance. It also determined if a significant difference in board performance exist between accredited and non-accredited schools of nursing.

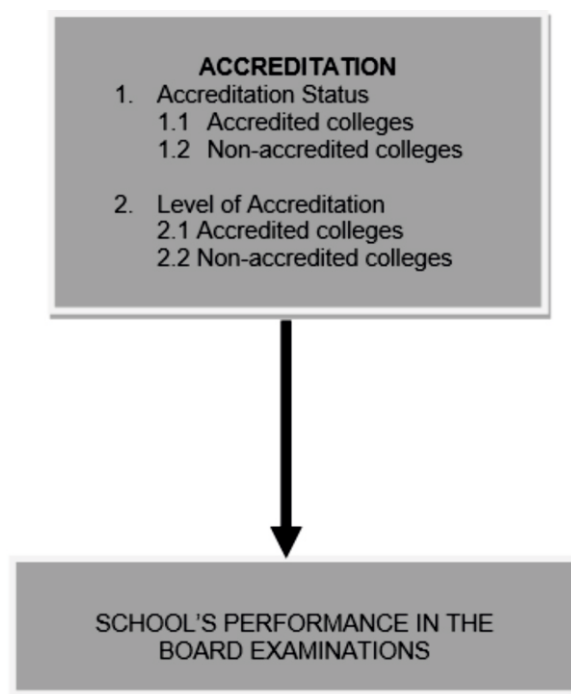


Figure 1: CONCEPTUAL PARADIGM

Hypothesis

For this study, the following hypotheses were tested.

1. There is no significant relationship between the board performance of the nursing schools and their accreditation status.
2. There is no significant relationship between the board performance of the nursing schools and their level of accreditation.

3. There is no significant difference between the board performance of accredited and non-accredited schools of nursing.

Definition of Terms

Accreditation status. This identifies whether the college of nursing is accredited or not.

Accredited colleges of nursing. This refers to the nursing schools which have been rewarded of accreditation by the PACUCOA, PAASCU and ACSC-AA.

Board performance. This refers to the level of achievement of the school in the nurses licensure examination presented in percentage.

National passing rate. This refers to the passing rate of the total examinees in the nurse's licensure examination in a given period of time.

Non-accredited schools of nursing. This refers to nursing schools which have not been accredited by PACUCOA, PAASCU and ACSC-AA.

Nurse licensure examination. This refers to written examination given by the Professional Regulation Commission (PRC) to graduates of nursing courses.

School passing rate. This refers to the passing rate of the school in the nurse's licensure examination in a given period of time.

CHAPTER III RESEARCH METHODOLOGY

Research Design

This study made use of the descriptive-correlational design since the study aimed to determine if a significant relationship exist between: the accreditation status and the board performance; and if a significant relationship exists between the level of accreditation of nursing schools and the board performance of those schools. Although documentary analysis was also utilized since past data, board ratings, were used and interpreted when correlated to another variable, the level of accreditation of the Colleges of Nursing.

According to Wilson (1990), the descriptive-correlational design is designed to discover the direction and magnitude of relationships among variables in a particular population of subjects. The investigator would like to study the extent to which changes in one characteristic or phenomenon correspond with changes in another.

Population

The study comprised all the 38 private colleges of nursing in the National Capital Region both the accredited and the non-accredited schools.

The accredited nursing colleges included in the study are: Centro Escolar University, Concordia College, Emilio Aguinaldo College, Far Eastern University, Manila Central University, Manila Doctors College, Olivarez College, Our Lady of Fatima College, PCU-Mary Johnston, Philippine Women's University, St. Paul College-Manila, Trinity College of Quezon City, University of Santo Tomas and the University of the East Ramon Magsaysay.

On the other hand, the non-accredited nursing schools in the National Capital Region are as follows Arellano University, Chinese General College of Nursing, De Ocampo College, Delos Santos College, Dominican College, Dr. Carlos Lanting College, Family Clinic College, Fatima Medical Science Foundation, Galang Medical Center College, Las Pinas College, JP Sioson College, Martinez College, Mary Chiles College, Metropolitan Hospital College, Perpetual Help College-Manila, Philippine Colleges of Health Sciences, Quezon City Medical Center, RTR-Makati Medical Center, St. Rita Hospital College of Nursing, San Juan delos Santos Educational Foundation, St. Jude College, Southeast Asian College, Unciano Paramedical College and University of Perpetual Help-Rizal.

Instrumentation

The investigator made use of documentary analysis. He was able to determine the level of accreditation of the nursing schools in the National Capital Region from the Philippine Journal of Nursing Education, the official publication of ADPCN (Association of Deans of the Philippine Colleges of Nursing). He made use of the Professional Regulation Commission Compilation of Statistics on the Performance of Schools in various Licensure Examinations 1994-1998 to identify the average 5-year board performance of the nursing schools in the National Capital Region. The researcher also asked data from the Dean of Emilio Aguinaldo College-College of Nursing and Midwifery to be used in case analysis.

Study Procedure

As soon as the investigator was granted permission by the Dean of the Graduate Studies-Emilio Aguinaldo College, he tabulated all the relevant information from the ADPCN and PRC publications mentioned above. Analysis and interpretation of data were made. Presentation of results follows.

Statistical Treatment of Data

Frequency and percentage were used to determine the profile of the NCR colleges of nursing in terms of accreditation status and the level of accreditation. Weighted mean was used to get the mean board performance.

Spearman rho, a parametric test of correlations was used to determine whether a significant relationship exists between the accreditation status and the board performance; and the level of accreditation and the board performance of these nursing schools.

To determine if a significant difference exists between the board performances of accredited and non-accredited schools, the t-test was utilized. The level of significance was set at $p < .05$.

CHAPTER IV PRESENTATION AND ANALYSIS OF DATA

This chapter presented the results and discussion of the study. Tables were presented and describing on the preceding discussion.

The study utilized the thirty-eight Colleges of Nursing in the National Capital Region which include: Centro Escolar University, Concordia College, Emilio Aguinaldo College, Far Eastern University, Manila Central University, Manila Doctors College, Olivarez College, Our Lady of Fatima College, PCU-Mary Johnston, Philippine Women's University, St. Paul College-Manila, Trinity College of Quezon City, University of Santo Tomas and the University of the East Ramon Magsaysay, Arellano University, Chinese General College of Nursing, De Ocampo College, Delos Santos College, Dominican College, Dr. Carlos Lanting College, Family Clinic College, Fatima Medical Science Foundation, Galang Medical Center College, Las Pinas College, JP Sioson College, Martinez College, Mary Chiles College, Metropolitan Hospital College, Perpetual Help College-Manila, Philippine Colleges of Health Sciences, Quezon City Medical Center, RTR-Makati Medical Center, St. Rita Hospital College of Nursing, San Juan delos Santos Educational Foundation, St. Jude College, Southeast Asian College, Unciano Paramedical College and University of Perpetual Help-Rizal.

Table 1
Accreditation Status of the Colleges of Nursing in the National Capital Region as of 1998

Accreditation Status	Frequency	Percentage
Non-accredited	24	63.2
Accredited	14	36.8
Total	38	100.0

Table 1 shows the frequencies and percentages of the colleges of Nursing in the NCR according to their status of accreditation. There are only 14 or 36.8% of the NCR Colleges of Nursing that are accredited. The rest, 24 or 63.2% are not accredited. The figures could be an indication of apathy of many schools towards accreditation. The accreditation process is very complex, costly, and demanding. The economic crunch that started in the latter part of the 1990's has not spared the private schools. For as long as the schools are able to exist even without accreditation, accreditation would always be pushed lower in the hierarchy of priorities.

Table 2
Level of Accreditation of Colleges of Nursing In The National Capital Region as of 1998

Level of Accreditation	Frequency	Percentage
Not accredited	24	63.2
Level 1	2	5.3
Level 2	11	28.9
Level 3	1	2.6
Total	38	100.0

As can be seen in Table 2, out of thirty-eight (38) colleges of Nursing in the National Capital Region, only one (1) or 2.6% obtained the Level III status which only shows that this college have already attained optimal level of accreditation which now enjoys the benefit of having attained the required standards for nursing education and the high status, recognition and respect compare with other colleges of Nursing.

It is expected then that students who will be enrolling in this institution will be assured that they will be given quality education, good facilities both in the classroom and the clinical area, and the recognition attached to this college once they finished their course.

Eleven (11) or 28.9% colleges of Nursing attained Level II status and two (2) or 5.3% got the Level I status. Although they already obtained the minimum standard set by the Commission on Higher Education, these colleges of Nursing are still continuing to strive for improvement to obtain excellence of education.

However, there are twenty four (24) or 63.2% colleges which are not at all accredited perhaps due to the fact that going through the process of accreditation it is very complex, costly and would require a lot of expenses on the part of the administration and the institution itself.

Table 3
Mean Board Performance of Accredited and Non-Accredited Colleges of Nursing in the National Capital Region From 1994-1998

Accreditation Status	Level of Accreditation as of 1998	Mean Board Performance Rating 1994-1998
Non-Accredited	Level 0	50.0
Accredited	Level I	90.5
	Level II	79.1
	Level III	97
	Total	88.9%

The results reveal that non-accredited colleges perform low in board examination compared with the accredited colleges. Non-accredited colleges obtained an average of 50% passing rate in the 5-year board performances from 1994-1998, while the accredited colleges obtained 88.9%.

One of the reasons is the resistance of the administration of the non-accredited colleges to undergo accreditation as it would entail big amount of money. Although some of the non-accredited schools performed better compared to some accredited schools, the over-all mean will be taken into consideration. Probably, these colleges have strict policies with regards to admission and/or retention policies of students.

On the other hand, the accredited colleges in general performed very high. This is an indication that accredited colleges maintains a standard on their instruction, curriculum, student services, members of the faculty, the related learning experiences of their graduates, laboratory facilities, admission requirement, and most of all for continuous striving for excellence.

In general there are colleges in the National Capital Region acquiring a board passing rate of 30% and below for the last five years (1994-1998). It can be speculated that unless the administration of the said colleges initiate changes towards the betterment of their curricular program, teaching-learning facilities, strict adherence to standard of instruction, only then for the next five years no colleges will be on this category.

Table 4
Result of Test of Correlation between Accreditation Status and Board Performance of the Colleges of Nursing In the National Capital Region

Variables	R values	Significance (2-Tailed)	DECISION
Accreditation Status	0.958**	.000	Reject Ho
Board Performance	0.465**	.003	

Tabulated $r = 0.3932$

The figures in Table 4, show that the variables accreditation status and board performance were correlated with the application of Spearman's rho. The correlation coefficient for the two variables namely accreditation status was high with a value of 0.958** while the board performance was high with a value of .465**. The result has rejected the null hypothesis that there is no relationship between the accreditation status and the board performance rating of the NCR colleges of Nursing.

Apparently, the figures indicate that having attained a certain level of accreditation, the school will be assured that high performance rating in the board examination will be met.

Accredited colleges also produces graduates equipped with necessary knowledge, values and skills which will make them globally competitive and become ambassador of goodwill because of their competent performance.

Table 5
Result of Test of Correlation between Levels of Accreditation and Board Performance of the Colleges of Nursing In the National Capital Region

Variables	R values	Significance (2-Tailed)	DECISION
Level of Accreditation	0.958**	.000	Reject Ho
Board Performance	0.494**	.002	

Tabulated $r = 0.3932$

As can be gleaned in Table 5, the variables levels of accreditation and board performance were correlated with the application of Spearman's rho. The correlation coefficient for the two variables namely level of accreditation was high with a value of 0.958** while the board performance was high with a value of .494**. The result has rejected the null hypothesis that there is no relationship between the level of accreditation and the board performance rating of the NCR colleges of Nursing.

The figure in Table 5 reveals a significant relationship between the level of accreditation and board performance because once the college is granted with higher level of accreditation they become more aware of their responsibility and accountability to their learners, to their stated goals and mission and the reason why such institutions exist.

The figures indicate that the NCR provides a wide choice of trustworthy Colleges of Nursing. It can be speculated also that obtaining and maintaining standards in nursing education would produce better performance in the board examination for Nurses and will continue getting the recognition of being one of the best institutions in the National Capital Region.

Table 6
Result of t-Test of Correlation between Accredited and Non-Accredited Colleges of Nursing In the National Capital Region

Variables	N	Means	Paired Difference				
			MEAN	S.D	t	df	SIG.
Accreditation Status	38	.37	-2.58	.95	-16.767	37	.000
Board Performance	38	2.95					

***t-test significant at .001 level

The mean scores for the board performance of accredited and the non-accredited schools is 0.37. looking at Table 6, it can be noted that the t-test yielded an obtained t-value of -16.767 which is greater than the tabular t-value of 1.9978 with two-tailed significance of .000***. Conclusively, the t-test result was highly significant at .001 level. Thus, the null hypothesis that says there is no significant difference between the board performance of accredited and non-accredited colleges of Nursing is rejected.

Table 7
Result of Board Performance of Emilio Aguinaldo College From 1994-1998

YEAR	SCORES
1994	57.71%
1995	54.09
1996	46.36
1997	47.70
1998	45.38

Based on the investigator's experience as a faculty of Emilio Aguinaldo College (EAC), the board performance of the school for the same period has also declined. EAC in the present has a Level II status by PACUCOA. EAC was able to get the Level I status last 1994 and Level II status last 1996. The investigator was curious about the results of board ratings of EAC from 1994 to 1998. He was able to discover that the trend of board rating is declining. As shown in the above table, the result shows that the board performance of EAC-College of Nursing last 1994 is 57.71%, 54.09% in 1995, 46.36% in 1996, 47.7% in 1997, and 45.38% in 1998. The mere fact that EAC was awarded with Level II status, it is expected then that board performance should improve.

Apparently, this declining trend of board performances could be due to a number of factors. One could be due to loss of motivation on the part of nursing educators in general because of the decreasing need of exportation of nurses abroad. Another factor which resulted in the loss of motivation on the part of the educator has something to do with job dissatisfaction in the institution where they are employed. Also, the school may have a problem with regard to admission of quality students. Although the administrators have the control of retaining who should be retained, "human factor" played a role in letting the students graduate even though less prepared for board examination. Financial aspect is being considered because of the high tuition fees that are being collected from. Last factor would be student factor. They also played a very important role in passing the board examination. Less preparations would definitely have a high prediction of failing the board examination although they are just taking the risks or hoping for the good luck.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The following were the summary of findings:

1. As of the year 2000, there are more non-accredited (65%) than accredited colleges (35%) of Nursing in the NCR.
2. Of the 14 accredited colleges, 3 are on Level I; 10 are on Level II; and only 1 on Level III.
3. The mean board performance of non-accredited schools of nursing in the National Capital Region from 1994-1998 is 50%, while the mean board performance of accredited schools of nursing is 88.9%.

Conclusions

Based on the summary of findings, this study arrived at the following conclusions:

1. There is a significant relationship between the accreditation status and the board performance rating of the NCR colleges of Nursing.
2. There is a significant relationship between the level of accreditation and the board performance rating of the NCR colleges of Nursing.
3. There is a difference between the board performance of accredited and non-accredited colleges of Nursing in the National Capital Region.

Recommendations

Based on the summaries and conclusions from this study, the investigator would like to offer the following recommendations:

For The Administrators Of The Colleges Of Nursing

Seeking accreditation is a process that challenges the minds, the energies, the resources, and the pockets of institutions. It is strongly argued here that the accreditation process must be considered as a capital cost rather than as expenditure. Like all other tasks, accreditation proves to be difficult in the beginning but once the prescribed standards are institutionalized, the process transforms from the unpolished to the polished. Accreditation pays in the long run. Quality always brings in clientele who sustain the business. Schools must produce quality graduates who later on become the ambassadors of goodwill for the schools because of their competent performance.

For Nursing Researchers

This research has been limited only to the relationship of accreditation and board performance of the colleges of Nursing in the NCR. Other researches could be undertaken to:

1. Extend the scope of this study on other major nursing education regions or even on a national level.
2. Determine factors that hold back schools from seeking accreditation.
3. Determine variables other than accreditation that affect the school's board performance.

For Nursing Educators

Nursing education prepares its graduates to pass the licensure examinations. Poor board performance is reflective of the quality of education that the graduates received. Nursing educators must be cognizant of and work towards the standards expected of nursing educational institutions. This challenge is stronger now that the overseas demand for Filipino nurses is spreading. Before our nursing graduates went to the U.S., Canada or Middle East. Now U.K. and other European nations are looking at the Philippines for their Nursing needs. The Philippines cannot provide jobs for all our graduates nor could it earn enough dollar reserves from exported products. Our nurses overseas give the biggest contribution to the country's dollar reserves through their remittances. The colleges of Nursing play a key role to keep high the overseas demand for Filipino nurse through the production of highly competent graduates.

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